

**UNLV/Department of Teaching & Learning
Elementary Lesson Plan Template**

UNLV Student:	Madison Smith	PSMT Name:	Mr. Morris
Lesson Plan Title:	Birchbark House Chapter 7	Lesson Plan Topic:	Literature
Date:	4/30/2018	Estimated Time:	45-60 minutes
Grade Level:	5 th	School Site:	Snyder

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1. State Standard(s):
RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6,
RI.5.7, RI.5.9, RI.5.10, RF.5.3a, RF.5.4a-c, W.5.8, W.5.9a-b, W.5.10, SL.5.1a-d,
SL.5.2,SL.5.3, SL.5.6, L.5.4a-c, L.5.5a-c, L.5.6

2. Teaching Model(s):
Direct Instruction
Whole Brain Teaching

3. Objective(s):
Students will analyze the language of the chapter to determine the changes in the characters and the feelings in the chapter. Students will also be able to complete a word wizard vocabulary tree map with 90% accuracy.

4. Materials and Technology Resources

- Birchbark House book (55)
- Writing Journals (55)
- Pencils (55)
- PowerPoint
- Projector

5. Instructional Procedures:

a. Motivation/Engagement:

- TW will review objective with the students.
 - SW read objective on the board
 - TW ask, **“What do you think this means?”**
 - SW briefly discusses in groups
 - As a class we will briefly discuss it together
- TW take a minute to have students review, in their groups, what we have read throughout the whole book because it has been a while since reading.
- As a class we will take some time to review the book together.
- TW tell students that today we will be reading chapter 7.
- Have students open book

b. Developmental Activities or Learning Experiences:

- TW tell students that as I read allowed they should be jotting down words and phrases that describes Omakaya’s thoughts, feelings, and actions in their writing journal.
- TW begin reading chapter 7
- After reading TW lead discussion by first asking this question:
 - **“What was the importance of Birchbark during this chapter?”**
 - “teach”
 - “class”
 - Quick discuss
 - **“How are the characters feeling as they prepare for winter?”**
 - “teach”
 - “okay”
 - **“What evidence can you find in the book that describes these feelings?”**
 - “teach”
 - “okay”
 - Discuss both questions
 - **“What is the setting for this chapter?”**
 - “teach”
 - “okay”
 - **“What evidence from the book can you find that proves this is the setting”**
 - “teach”
 - “okay”
 - Discuss both questions
- TW read quote from the book, “‘Listen to them,’ Nokomis said, touching Okakayas’s face. She spoke so earnestly, with such emotion in her voice that Omakayas was always to remember that moment, the bend in the path where they stood with the medicines, her grandmother’s kind face and the words she spoke.”
- TW ask students to discuss the importance of this scene and use evidence from previous chapters.
- “teach”

- “class”
- Discuss
- TW ask “**Why might Omakayas’ grandmother want her to “listen” to the animals and plants?**”
- “teach”
- “class”
- Discuss as a class
- “**How might listening help Omakayas and her family during the winter months?**”
- “teach”
- “class”
- “**Can you make any predictions as to what may happen during winter?**”
- “teach”
- “class”
- “**What evidence throughout the book so far supports your prediction?**”
- “teach”
- “class”
- Discuss both questions
- TW have students copy word wizard tree map and vocabulary words in writing journal
- SW work individually to complete a word wizard tree map for the vocabulary words: agility, stealthiness, ferocity, earnestly
- If students do not finish it becomes homework

c. Closure:

- TW say take 30 seconds to think about the changes in each character from chapter 1 to now. **What kind of changes did they make? Were they good or bad?**
- Discuss in your groups
- Tomorrow we will be continuing reading with chapter 8

d. Extension:

If time allows students will begin reading chapter 8 and define any unknown words.

6. Accommodations, Modifications and Differentiations for Diverse Learners:

Accommodation: There are a few students with IEPs and the specialist will come in to assist them.

Modification: Discussions can be cut shorter or cut out

Differentiation: students are placed in groups from “high” to “low so that others may help one another.

7. Assessment and Evaluation of Learning:

- a. Formative:
Students will take a take home quiz to help familiarize themselves with the text along with questions pertaining to chapter 7
 - b. Summative:
Students will take a Go formative quiz at the end of the week.
8. Homework Assignment:
SW complete the take home quiz and their vocabulary if they did not finish in class.
9. Reflection:
- a. Strengths:
It has been a while since students have read from the book and I think it went well how I handle reviewing that. They discussed in their groups and I allowed several minutes for them to look back in the book. I taught this lesson after the WBT workshop and my WBT has improved immensely.
 - b. Concerns: With that said I am no expert in WBT so I need to practice more.
 - c. Insights: My mentor suggests that I practice my lessons in the mirror and classroom management to develop tone and watch my facial expressions. I know how to handle a class, but my face may give me away that I am not as upset as I really am.